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ABSTRACT

Five speech-making activities for junior high school students are presented in this unit from the Greenfield Express Management System (GEMS) program, a California Demonstration Program in Reading. A project overview form from the California Centers for Educational Improvement (CCEI) describes the GEMS program and lists other units included in the program. To help students develop oral skills, the speech-making unit includes the following activities: (1) an oral reading of a poem or short story; (2) an oral interview of another person; (3) an oral book report; (4) an impromptu speech; and (5) a prepared speech. After successful completion of each activity, students are promoted to a higher oratorial rank with the ultimate goal being acceptance into the Order of Demosthenes. Materials provided in this unit are: instructions for the teacher including student objectives, topics for impromptu speeches, and evaluation suggestions; student instructions for the unit; specific instructions and evaluation forms for each activity; a poster for displaying the oratorial rank of each student; and a certificate to be presented after completion of each activity. (DC)

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The ORDER of DEMOSTHENES

CS504224

Greenfield Express GEMS Management System

READING DEMONSTRATION PROJECT
Greenfield Junior High School
1109 Pacheco Rd.
Bakersfield, California 93307

[Revised 1983]

PROJECT OVERVIEW

CATALOG NUMBER: FP 000 147

PROJECT TITLE: GEMS: Greenfield Express Management System (California Demonstration Program in Reading) (7-8)

LOCAL EDUCATIONAL AGENCY:

Greenfield Union Elementary School District

ABSTRACT:

GEMS: Greenfield Express Management System is designed to meet the reading and language arts needs of middle or junior high school students by using both classroom and lab instruction. The basic component of the classroom program is the diagnostic and prescriptive skill sequence which can also be adapted to a lab situation. The general student objectives are to master skills at ten levels in vocabulary, phonetic analysis, structural analysis, factual comprehension, inferential comprehension, and research. Around this framework, the total classroom is developed through the use of many different kinds of English and reading materials including skill-oriented mini units written by the staff. In the lab, concentration is on vocabulary, comprehension skills and reading rate together with a "Pride and Confidence" unit. In both the classroom and the lab there is emphasis on student success and improved self concept.

ADDRESS:

Greenfield Junior High School
1109 Pacheco Road
Bakersfield, CA 93307

CONTRACT: California Demonstration Program

PUBLICATION DATE: 1977

STATUS: Active

DESCRIPTORS:
- Cal Demo
- Diagnostic Teaching
- Individualized Instruction
- Language Arts
- Learning Laboratories
- Management Systems
- Reading
- Remedial Instruction
- Underachievement

TARGET GROUP(S):
- Junior High School Students
- Junior High School Teachers
- Reading Consultants
- Teacher Aides
- Underachievers

TEACHING METHODS:
- Diagnostic Teaching
- Experiential Learning
- Individualized Instruction
- Learning Laboratories

LEARNING ACTIVITIES:
- Educational Games
- Independent Reading
- Worksheets
- Writing Exercises

PROJECT MATERIALS:

Catalog Number	Title	Site

SEE ATTACHED PAGE

CATALOG NUMBER: FP 000 147

PROJECT TITLE: GEMS: Greenfield Express Management System (California Demonstration Program in Reading) (7-8)

LOCAL EDUCATIONAL AGENCY:

Greenfield Union Elementary School District

PROJECT MATERIALS:

Catalog Number	Title	Site
FD 000 905	GEMS Program Description and Resource Materials (7-8)	C/N/S
FD 000 906	Library Skills Mini Units (7-8) The Telephone Directory (Ding-A-Ling) (7-8) Who Was Melvil Dewey? (7-8) Getting the Dictionary Habit (7) The Thesaurus (7-8) Finding Your Way Around (7)	C/N/S
FD 000 907	Language Arts Mini Units (7-8) The Newspaper Unit (8) The Order of Demosthenes (7-8) Frankenstein (7-8) Fiction (7-8) You Be The Poet (8) Letter Writing (7)	C/N/S
FD 000 908	Physical Education Mini Units (7-8) The Olympic Games (7) Karate (7)	C/N/S
FD 000 909	The Constitution (8)	C/N/S
FD 000 910	Activities in Awareness (8)	C/N/S
FD 000 911	Earn While You Learn (8)	C/N/S
FD 000 912	Keys Please (8)	C/N/S
FD 000 913	Create a Unit in 8 Steps (7-8)	C/N/S

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THE ORDER OF DEMOSTHENES

INTRODUCTION

This unit will provide instruction in giving: an oral reading of poetry or prose, an interview, an oral book report, an impromptu speech and a prepared speech.

OBJECTIVES

1. The student will express thoughts orally with logic, precision, and organization by giving: an oral book report, an impromtu speech, a prepared speech and by conducting an interview.
2. The student will interpret the author's feelings and viewpoint by giving an oral interpretation.
3. While giving a speech the student will make eye contact with the audience.
4. Students will adjust the voice quality to fit the mood and content of the material.
5. Through exposure to an audience the student will communicate orally with pleasure, confidence, and a sense of self-worth.

ACTIVITIES AND MATERIALS

The ultimate goal of the student is to become a full member of THE ORDER OF DEMOSTHENES and have his name added to a special display poster which will be kept in his reading classroom. As the student passes each level he should be awarded a certificate of achievement.

Tape recorders should be made available for each student to use to practice speeches.

ACTIVITIES AND MATERIALS CONTINUED

IMPROMPTU CARD TOPICS:

1. Teacher, lost key, locked desk, test papers.
2. Father, flat tire, mud, motorcycle.
3. Girl student, broken chair, cafeteria, boy student.
4. Children, fire crackers, burned fingers.
5. Mother, pile of unwashed dishes, telephone, coiled cord.
6. Small girl, lipstick, powder, mother's black dress.

OR USE TITLE TOPICS:

7. If I Were Teacher...
8. Stuck in the Mud....
9. How to Lose Friends
10. Fat People
11. A Letter to My Alarm Clock
12. Why I Love My Snapping Turtle
13. If I Ever Met A Cannibal
14. How to Eat Spaghetti
15. The Day I Fed My Dog Peanut Butter

As a class activity have your student make up impromptu cards of their own. This adds a little more interest to giving the impromptu speeches.

EVALUATION

Evaluation of this unit is quite flexible. The teacher may choose to be the sole evaluator or a committee may be formed to do the evaluation. This committee may be chosen by the teacher or elected by the class. It may be a permanent committee or it could be a rotating committee giving each student a chance to be an evaluator.

The criterion for passing a level is up to the teacher. However, keep the objectives of the unit in mind. The ORDER OF DEMOSTHENES award will loose its value if it is too easily achieved.

The evaluation forms may be used in two ways. The simplest way to use them is to have the evaluator check one box for each area being evaluated. The evaluator then needs to decide how many checks in what area are needed to pass on to the next level. The other method for using the forms is to give each check in the first column three points, the second column two points, and the third column one point. The evaluator would then need to set a minimum total of points for passing a level.

Self-evaluation of the student can be very important. Check out the video-tape equipment from the County School Library or some other source, and tape each student's progress through the unit.

BIBLIOGRAPHY

1. Flair, Fresno Unified School District, 1975.
2. Framework in Reading for the Elementary and Secondary Schools of California, Sacramento: California State Department of Education, 1973.
3. Guideline for Oral Language Activities, California Public Schools, English Language Framework, 1968.

THE ORDER OF DEMOSTHENES

You have been chosen to be a candidate for membership in THE ORDER OF DEMOSTHENES. In order to become a full member you must prove yourself worthy of the honor of having your name added to the rolls of the ORDER.

Demosthenes was a great Greek orator (look that word up in the dictionary if you need to) and patriot who inspired his countrymen to make Athens the leader of the Greek city-states almost 400 years before Christ was born.

Demosthenes was cheated out of an inheritance by three men, and when he was old enough, he took them to court. He was such a good speaker that he won the case and became famous for his ability to accomplish great things through his speeches.

Demosthenes wasn't born a great public speaker. He "had to overcome great difficulties to become an orator. He had a harsh, unpleasant voice, weak lungs, and an awkward manner. He is said to have trained himself by reciting as he climbed steep hills, and by shouting above the roar of ocean waves with his mouth full of pebbles", (World Book Encyclopedia, Vol. D5, page 112, 1973 edition). He gradually removed the pebbles from his mouth. When he removed the last one, he could speak clearly and well.

Similar to judo and karate advancement, candidates for THE ORDER OF DEMONSTHENES start out as novices or beginners and through a series of performance tests, they progress to the highest level.

STEPS FOR ACHIEVING THE HIGHEST RANK

1st Rank: Adroit (4 Pebbles) Orator

2nd Rank: Effusive (3 Pebbles) Orator

3rd Rank: Grandiloquent (2 Pebbles) Orator

4th Rank: Spellbinding (1 Pebble) Orator

5th Rank: Order of Demosthenes (No Pebbles) Orator

REQUIREMENTS FOR ADROIT (4 Pebbles) ORATOR

To master this level you must prove that you can use inflection or expression in your voice to interpret the author's meaning by giving an oral interpretation.

Here is an excercise to prepare you for your test. Below are four statements and four different ways of saying the same statement. Get a tape recorder, blank tape and go to a quiet place. Try reading each statement using the directions for each tone of voice. When you feel you have it down pat, ask your teacher and/or classmates to listen to you and see if they can correctly identify the different meanings.

1. Say the expression "AH" as it would be said by:
   a. A child seeing a basket of puppies.
   b. A girl picking up a worm.
   c. A student who hears school has been delayed due to fog.
   d. A student smashing his thumb in woodshop.

2. Say "I'M THIRSTY" as it would be said by:
   a. Count Dracula
   b. An angry little girl.
   c. A man on the desert.
   d. A person who has had too much to drink.

3. Say the phrase "HE'S SMART" to mean:
   a. He's stupid!
   b. He's extremely intelligent.
   c. He's a wise guy!
   d. Questioning whether he's smart.

4. Say "I SAID THAT" to mean:

   a. Yes, it was I who said that.

   b. Did I say that?

   c. Angrily, I told you before.

   d. I mean that one, not the other one.

You should be ready for your test now. Choose a poem or short passage from a favorite book or short story. Make arrangements with your teacher to read your choice to the whole class or an evaluation committee. This is the form they will use to evaluate your performance.

ORAL READING			
	EXCELLENT	GOOD	NEEDS IMPROVEMENT
Expression in voice			
Eye contact			
Word pronunciation			
Voice quality			
Poise			
Comments: _____			

Let's look at each of these areas so you won't have any trouble with them.

Expression in voice. Think about the exercise you just did on tone of voice. As you read your selection ask yourself, "How would the author read this?" Would his voice be happy, sad, angry hurt or ????

Eye Contact. Even though you will probably read your selection you should have some eye contact with your audience. Mark places where you might pause and look at the audience.

Word Pronunciation. Are you able to pronounce all the words correctly? If you are not sure check the dictionary or ask your teacher for help.

Voice Quality. Be sure the person in the last seat can hear you, but don't blast the person in the first seat out of their chair. Change the pitch of your voice to fit different phrases.

Poise. Even though you are scared to death you must look like you are enjoying this whole thing. Stand up straight, and look at your audience. If looking at the audience scares you don't look at their eyes. Look at the top of their heads; they'll never know the difference. In appropriate places use gestures to emphasize points.

Ready to try it? If you are using a poem for your test you might want to copy the poem down on index cards along with notes to yourself on how to read it. If you are using part of a story or book be sure to mark the page so you won't have trouble finding it when you are in front of your audience. Be sure to properly introduce your poem or story. Give the title and author of your selection. If it is part of a book, give the title of the book.

Good Luck!

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REQUIREMENTS FOR EFFUSIVE (3 Pebbles) ORATOR

To pass this level you must plan and conduct an interview. Interviews can be very interesting or very boring depending on the questions asked. This takes careful planning. Meet with the person you are going to interview and find out what is interesting about them. As you come up with good questions write them down for the real interview. Try to ask questions that can't be answered by a simple yes or no. The person you choose to interview might be another student or an adult who would be able to come to class. Here is the evaluation form for your interview.

INTERVIEW	USUALLY	SOMETIMES	SELDOM
Able to draw information from person being interviewed			
Used clear voice			
Expressed emotion in voice			
Poise			
Comments:			

When you are ready to conduct your interview contact your teacher to make the arrangements.

REQUIREMENTS FOR GRANDILOQUENT (2 Pebbles) ORATOR

To meet the requirements for this level you will give an oral book report. Select a book that you have recently read that you think other students in your class might be interested in hearing about. Use the outline below to write your speech.

1. Title of the book.
2. Author of the book.
3. Reading difficulty of the book.
4. Number of pages.
5. Describe the type of book. If it is a fiction book be sure to include:
   a. Setting. (When, and where the story took place.)
   b. Characters. (Give a description of the major characters. You should describe both the personality and physical characteristics of the characters.)
   c. Plot. (Tell just the high points, not every detail or you will bore your audience.)

   If it is a non-fiction book tell what the author's purpose was in writing the book. For example, if it is a book on horses, what information was given in the book?
6. What did you find interesting about the book?
7. Choose a few paragraphs to read out loud. These could be examples of what you said in number 6.
8. Ask for questions about the book.

This is the evaluation form for your Oral Book Report.

ORAL BOOK REPORT	EXCELLENT	GOOD	NEEDS IMPROVEMENT
Expression in voice			
Eye contact			
Quality of voice			
Poise			
Organization of material			
Comments: _____			

Make arrangements with your teacher to present your oral book report.

REQUIREMENTS FOR SPELLBINDING (1 Pebble) ORATOR

How good are you at thinking on your feet? For this test you will draw a card from the Impromptu card file. You will then have two minutes to organize your thoughts before you begin speaking. Here is an outline to follow when making impromptu speeches.

I. Make an opening statement that includes the topic you are going to talk about.

II. Select one or two points to talk about. Don't try to put too many ideas into one speech.

III. Conclude your speech with a summary statement similar to the opening statement.

You should practice this type of speech several times before asking for final evaluation to move on to the last level. Ask your teacher for practice impromptu cards and practice in front of a small group. Ask them to evaluate your performance. This is your evaluation form.

IMPROMPTU SPEECH	EXCELLENT	GOOD	NEEDS IMPROVEMENT
Expression in voice			
Eye contact			
Voice quality			
Poise			
Organization of information			
Holds audience's attention			
Comments:			

Make arrangements with your teacher when you feel prepared to take this test.

REQUIREMENTS FOR THE ORDER OF DEMOSTHENES

Congratulations! You have made it to the last and perhaps the hardest test before you become an official member of the ORDER OF DEMOSTHENES. To complete your membership you must give a Prepared Speech. Here are the guidelines:

I. Choose a topic with which you are well acquainted.

II. Write an introduction that tells the listener what you will be discussing.

III. Divide the speech into logical main points.

IV. Find materials to support your main points. (Quotations, statistics, stories, newspaper articles, examples, etc.)

V. Summarize the main points you have made.

VI. Write the main points of your speech on note cards. Don't write down every word you are going to say, because people tend to read the speech when they do this. Try to be natural and talk to the audience instead of reading your speech to them.

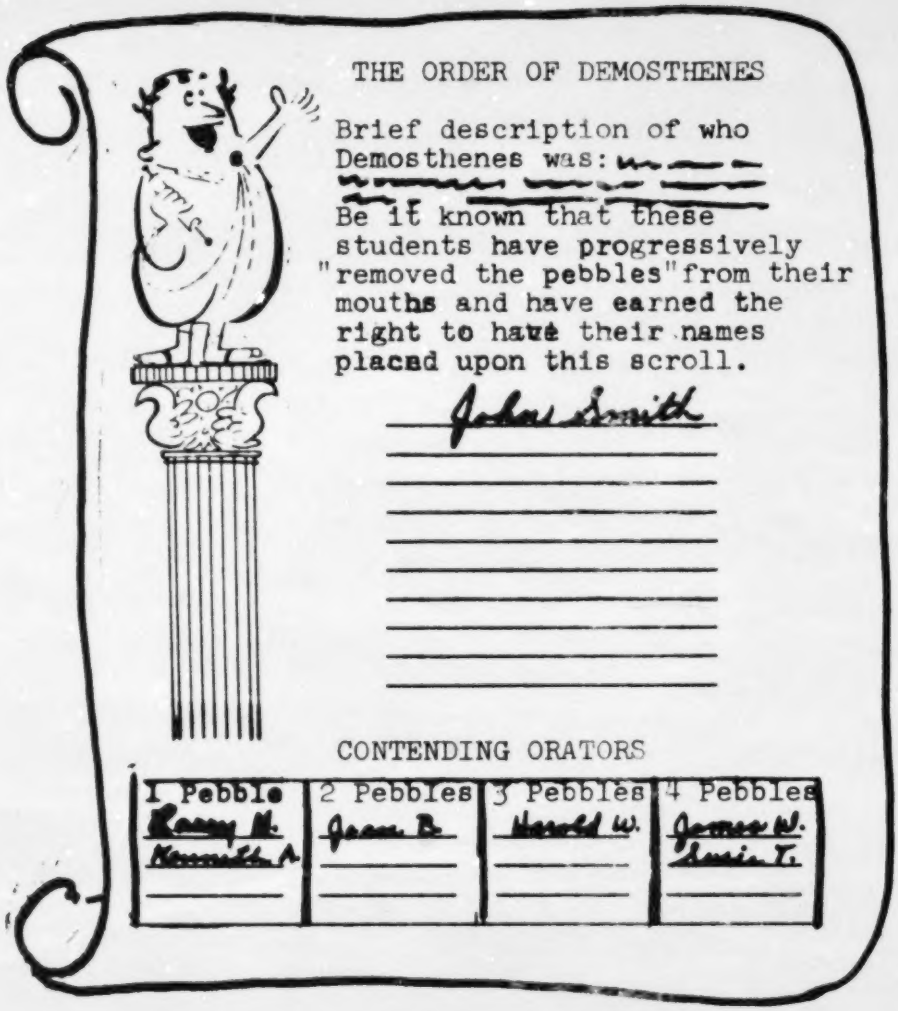
VII. Practice your speech using the outline.

This is the evaluation form for the ORDER OF DEMOSTHENES:

THE ORDER OF DEMOSTHENES			
	EXCELLENT	GOOD	NEEDS IMPROVEMENT
Expression in voice			
Eye contact			
Voice quality			
Poise			
Organization of information			
Hold audience's attention			
Comments:			

Make arrangements with your teacher for the final test.

Classroom Display Poster Idea:


THE ORDER OF DEMOSTHENES
Brief description of who Demosthenes was:
Be it known that these students have progressively "removed the pebbles" from their mouths and have earned the right to have their names placed upon this scroll.
John Smith
CONTENDING ORATORS
1 Pebble
Kenneth A.
2 Pebbles
3 Pebbles
Harold W.
4 Pebbles
James W.
Louis T.

The contending orators names can be on card stock and moved to another position after they have successfully completed a step. Certificates should be given after a step has been successfully attained.

Certificate of Award

"ORDER of DEMOSTHENES"

This Certifies that

_____

of

the GREENFIELD JUNIOR HIGH READING DEMONSTRATION SPEECH UNIT

has been awarded this certificate for

achieving the rank of _____

Date _____

_____ _____

Teacher Director